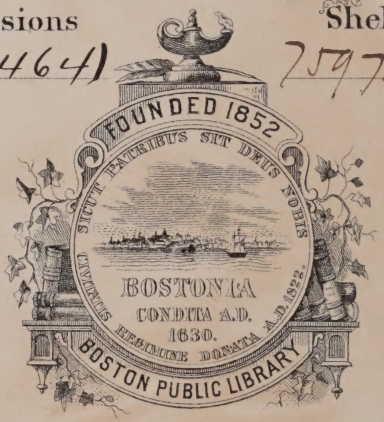
BOSTON PUBLIC LIBRARY
3 9999 08655 927 3
7398

Accessions (37464) Shelf No. 797.47



Received Apr. 20, 1892.

PROGRESS

IN

PRIMARY SCHOOL INSTRUCTION

IN

MASSACHUSETTS.

PUBLISHED BY ORDER OF THE MASSACHUSETTS
TEACHERS' ASSOCIATION.

BOSTON:
PRESS OF HENRY H. CLARK & CO.
1886.

Read at the Annual Meeting of the Massachusetts Teachers' Association, Boston, November, 1885.

*** Copies of this Report may be had by sending to E. P. SEAVER, School Committee Rooms, Boston.

EDUCATIONAL PROGRESS.

A REPORT BY A COMMITTEE OF THE MASSACHUSETTS TEACHERS' ASSOCIATION.

YOUR Committee have this year limited their inquiries to primary schools. For the purpose of collecting information, a circular was prepared and sent to "the superintendent of public schools or the chairman of the school committee" of each town and city in the State. The questions in the circular were the following: (1) Name of your city or town. (2) Are the schools graded? N. B. If the schools are not graded, consider the following questions as referring to the younger pupils, — those in the first three or four years of school life. (3) Is there a definite course of study for the primary grades? (4) What branches are in this course of study, or are taught to the younger pupils? Please send printed course of study, if you have one. (5) Is drawing taught? In what grades? (6) Is singing taught? What instruction is given other than teaching the children by rote to sing songs? (7) What lessons specially intended to train the observing powers of children are given? (8) In what part of

the primary course, if in any, are children taught to use writing as a means of expressing their own thoughts? (9) What success has attended exercises of this sort? (10) Are children taught to *print* before they are taught to write? (11) In what grade do children first use pen and ink? (12) What method is used for teaching beginners to read, — the word-method, the phonic, the "A B C," or some other? (13) Recent changes and improvements in the primary course of study. (14) Recent improvements in the methods of teaching primary school branches. (15) Please favor the committee with any further remarks you can make on the evidences of educational progress in your locality.

THE ANSWERS.

Responses were received from one hundred and forty-seven towns and cities. Their names are here given in three lists.

THE FIRST is a list of those reporting their schools graded, and provided with definite courses of study, as follows:

Abington, Amesbury, Attleborough, Ayer, Boston, Bradford, Brockton, Brookfield, Brookline, Canton, Chatham, Chelmsford, Clinton, Cohasset, Concord, Dedham, Dracut, Easthampton, Everett, Fairhaven, Fall River, Falmouth, Fitchburg, Foxborough, Framingham, Gloucester, Greenfield, Groveland, Haverhill, Hingham, Holyoke, Hyde Park, Lawrence, Lexington, Lynn, Malden, Marlborough, Melrose, Merrimac, Middleborough, Milford, Nantucket, Needham, Northampton, Pittsfield, Randolph,

Revere, Rockport, Shelburne, Somerville, South Abington, Southbridge, Springfield, Stockbridge, Stoneham, Townsend, Walpole, Waltham, Warren, Watertown, Webster, Westborough, West Boylston, Westfield, Weston, Winthrop, Woburn, Worcester.

THE SECOND list is of those reporting their schools partially graded, and provided with somewhat definite courses of study, but with much left to the irregular option of teachers, as follows:

Ashland, Barre, Bedford, Bolton, Braintree, Bridgewater, Buckland, Cheshire, Cottage City, Danvers, Douglas, East Bridgewater, Easton, Enfield, Holden, Huntington, Leicester, Leominster, Lynnfield, Mansfield, Medfield, Milton, Newburyport, Northbridge, Salisbury, Sandwich, Sharon, Shrewsbury, Spencer, Sutton, Westford, Westminster, Williamsburg, Williamstown, Wrentham.

THE THIRD list is of those reporting schools not graded, and provided with no definite courses of study, other than a mere list of the branches taught, as follows:

Acushnet, Ashfield, Becket, Bellingham, Berkeley, Billerica, Boxford, Carlisle, Charlton, Chilmark, Dover, Dunstable, Granby, Granville, Hanson, Harvard, Hull, Kingston, Leverett, Leyden, Lincoln, Lunenburg, Mendon, Middleton, Monteray, New Braintree, Newbury, North New Salem, North Reading, Norton, Pembroke, Petersham, Plympton, Prescott, Raynham, Savoy, Sherborn, Shutesbury, Sterling, Sudbury, Sunderland, Tewksbury, Washington, Wendell, West Hampton.

COURSES OF STUDY.

Courses of study in print or in manuscript were received from twenty-six places. Some of these were rather bare outlines, but still indicated a grading of the work from year to year. They were described as temporary or tentative in character, and had not been long in use. More elaborate and carefully drawn courses, which would be well worth the study of those who are interested in such matters, were received from Ayer, Boston, Bridgewater, Brookline, Danvers, Fitchburg, Haverhill, Holyoke, Lynn, Malden, Northampton, Pittsfield, Waltham, and Woburn.

The branches embraced in these courses of study, besides the usual reading, writing, spelling, and arithmetic, are observation lessons, oral exercises in language, drawing, singing, physical exercises, and good behavior. In a few places modelling in clay has been introduced; in a few others some of the Kindergarten occupations for "busy work."

The graded courses of study rarely include geography, although they sometimes prescribe exercises designed to prepare for studying that branch later. In the ungraded schools geography is quite frequently set down as one of the regular studies; and occasionally one is surprised at finding history and grammar also. This indicates the somewhat chaotic state of the primary school studies in many of the smaller towns. The line of progress seems to lie in the direction of eliminating such unsuitable studies from the primary school course, and properly adapting those that remain to the capacity of young children.

The grading of schools and the carrying into operation

of definite courses of study are recent improvements in many towns, and no little difficulty is experienced in obtaining satisfactory results. There seems to be a desire, on the part of the school committees, to call on some higher authority, whose directions and decisions relative to courses of study will be generally accepted by teachers and parents as final. This is shown by such expressions as the following:

"Am much perplexed by the diversity of grades in the several schools. Should most heartily welcome from the State Board a course of study to be pursued in all the schools, in grades suitable for general adoption." (Williamstown.)

"We are not making any great progress; which I attribute to the fact of a lack of *system*. If there could be a course of study prescribed by law, it would be better. Can you not, in your report, give some suggestions which will help the schools in small towns?" (Huntington.)

The study and criticism of existing courses of study, if it could be carried on in a systematic way with a view to improvement and to the ultimate determination of the best, would be a most important and useful work. Perhaps it is the work which the schools now most need to have done. But your committee would not feel prepared, even if there were time and other circumstances favored, to enter at large upon such a work.

Some matter for discussion, and perhaps some useful suggestions of the kind desired, may be found in the two courses of study here given. They are selected from those sent in, because they seem to be good in themselves and well adapted to the wants of smaller towns.

COURSE OF STUDY FOR A PRIMARY SCHOOL OF THREE GRADES IN DISTRICT No. 1, BRIDGEWATER.

FIRST YEAR.

READING. — With blackboard, Monroe's Chart, Appleton's Chart; Monroe's Primer, Appleton's First Reader (20 pp.), Parker's First Book (20 pp). Copying from blackboard on slate and paper.

LANGUAGE. — Conversation lessons, narratives, and descriptions drawn from pictures and actions. Use of capitals at beginning of sentences. To write name of pupil. To write name of pupil with name of school. To write names of things in yard, school-house, street, at home. Learn and write gems of poetry and maxims.

DRAWING. — Lines. Designs with lines. Simple objects.

NUMBERS. — As far as ten, with objects.

FORM OF BODIES. — Spherical, cylindrical, cubical. Moulding with clay.

COLORS. — Distinguish, name, group.

MUSIC. — The scale. Rote songs.

GYMNASTICS.

GOOD BEHAVIOR.

CORRECT SPEAKING.

BUSY WORK. — Kindergarten gifts, etc.

SECOND YEAR.

READING. — Monroe's Advanced First Reader. Parker's, Swinton's, Monroe's, McGuffey's Second Readers. Phonic Analysis.

SPELLING. — Written. Oral spelling once in two weeks.

COPYING AND WRITING.

LANGUAGE. — Review and continue first year's work. Names of persons, places, things, days of week, months, date. Correct use of *is*, *are*, *was*, *were*, *has*, and *have* in sentences. Form sentences from words placed on the board. Fill blanks. Combine two simple sentences into one sentence. Write simple sentences from dictation. Gems of poetry and maxims. Writing letters.

DRAWING. — Linear. Continue and extend first year's work, adding curved lines.

NUMBERS. — To seventy-five. Read and write as far as one thousand. Roman letters.

FORM OF BODIES. — Continue work of first year with surfaces. Moulding with clay.

COLORS. — Review and extend. Primary and secondary colors.

MUSIC. — Key of C. Rote songs.

GYMNASTICS.

GOOD BEHAVIOR.

CORRECT SPEAKING.

BUSY WORK. — Kindergarten gifts, etc.

THIRD YEAR.

READING. — Easy steps for Little Feet, Mrs. Monroe's Advanced Second, Willson's Second, Swinton's Third. Sight reading from picture-books and The Nursery.

SPELLING. — Continue first and second year's practice.

PENMANSHIP. — Small and capital letters.

LANGUAGE. — Continue work of previous years. Quotation-marks and comma. Combine two or more state-

ments in one. How to write statements, questions, and commands. How to write a person's address. Common abbreviations. Gems of poetry and maxims. Writing letters. Elementary composition.

DRAWING. — Linear, continued

NUMBERS. — To 144, adding, subtracting, multiplying. Write as far as 10,000. Units of measure objectively taught.

FORMS OF BODIES. — Extend work of previous years.

COLORS. — Continued.

OBSERVATION LESSONS. — On animals and objects for *parts* and *uses*. On *position* and *direction*, and on geographical objects, preparatory to geography.

MUSIC. — Key of C, G, and D. Rote songs.

GYMNASTICS.

GOOD BEHAVIOR.

CORRECT SPEAKING.

COURSE OF STUDY FOR THE PRIMARY SCHOOLS OF BROOKLINE.

*** For the sake of brevity many of the general remarks and special illustrations that occur in the original have been omitted here. What is retained gives the substance of the course, and indicates the methods prescribed.

SIXTH CLASS. — First Year, First Half.

TALKING. — Ascertain each child's range of ideas and forms of expression. *Gain each child's confidence.* Lead pupils to feel at home in the school-room. Talk about familiar things. Present familiar objects, pictures, crayon-sketches on blackboard. Lead pupils to talk about them,

to ask and answer questions. Tell stories and lead pupils to tell what they remember. Show pictures, and lead pupils to tell stories about them. Talk about all the objects in the schoolroom. Begin to correct wrong forms of expression very carefully, so that the children's freedom in talking may not be repressed.

READING. — Use script in teaching reading, and print if desired. Associate words with familiar ideas, using objects, blackboard sketches, pictures, and stories, in order to make the ideas *vivid* in the acts of association. Repeat these acts of association until the words taught recall instantly, in any sentence, the ideas of which they are signs. Teach single words, phrases, and sentences. Adjectives, prepositions, conjunctions, &c., should be taught in phrases and sentences, and not alone. The words should be arranged for teaching in phonetic order, under the different vowel sounds; for example, *ă*, *ĕ*, *ĭ*, *ŏ*, *ŭ*, *û*, *ā*, *ē*, *ī*, *ō*, *ū*, *ä*, *â*, *ô*, *oi*, *ou*. Words may be taught, however, not in this order.

WRITING AND SPELLING. — Copy from blackboard on slate or blackboard every word, phrase, and sentence taught. Use capitals and periods in writing. Train pupils to make the letter *i* on slate and blackboard exactly as it is made in the commonly used copy-books. The straight, slanting line is found in every small letter except *e*, *o*, *c*, and *s*; in *i* it is found in its simplest form. This letter should be mastered before a single step in advance is taken.

ARITHMETIC. — Develop the numbers 1, 2, 3, 4. Add, multiply, subtract, and divide, *but make no combination greater than 4*. Treat addition and multiplication as kin-

dred forms of combination; subtraction and division, of separation. "Times" and "is contained in," as well as "add," "subtract," "multiply," "divide," are terms to be used only after the ideas of number have been well developed. *Teach numbers, not figures.* Teach only with objects. Count only by objects. Let both teacher and pupil perform with objects all the operations upon each number, and state clearly what each sees the other do. The language for the number must be perfect, else the idea of the number will be defective. Teach but one number at a time. Make no combination greater than the number being taught. Let the pupil master all the combinations within that limit, and all the separations that can be made with that number and lower numbers before passing to the next higher. *Use as aids*, numeral frames, dots, lines, geometrical forms, blocks, splints, pebbles, beans, corn, nuts, fingers, things and parts of things in the school-room, parts of animals or vehicles, — things that go, or grow, or otherwise interest the child's mind. Except in review problems, the objects should always be actually present to the senses.

FIFTH CLASS. — First Year, Second Half.

TALKING. — Steps as in the Sixth Class. In correcting wrong forms of language, occasions for right expressions should be given by the presentation of objects. For example, if a child says, "The books *is*," more than one of different objects should be shown, and the child led to talk about them. Every word that the child does not know at sight should be taught on blackboard.

READING. — Change from script to print when print has

not been taught. In changing, let the teacher print sentences on blackboard that have been read, and, *without calling attention to the difference*, request pupils to read. Use charts before taking reading-book. Vocabulary of first half of the First Reader in charts and reading-books. Pupils should be taught to repeat verses and maxims in all classes.

WRITING AND SPELLING. — Same as in Sixth Class. Primary Short Course No. 1, first half with pencil. Part II. Monroe's Chart and Primer. Train pupils to make the letters *u*, *v*, *w*, *x*.

ARITHMETIC. — Develop the numbers 1 to 10, as before. Use no combination greater than 10. Then write in words and in figures with the signs. *Continue previous work.* Count with objects, by ones, twos, etc., and then lead the pupil to say, as expression of his idea, two twos are four, three twos are six. These facts must all be first made familiar by use of objects. The writing, on slate and blackboard, of the nine digits and the cipher, is to be taught very carefully, one figure at a time, and in this order: — 1, 4, 7, 0, 6, 9, 5, 2, 3, 8. Have all work in good figures, and neatly arranged. The numbers 1 to 10 are to be developed with objects only, without the least use of written signs or abstract numbers. If numbers from 1 to 10 have not been thus learned thoroughly before the end of this year, postpone the use of figures to the next year. If slate exercises are used, let them be in marks, not figures, until numbers from 1 to 10 are well developed. When pupils pass to use of figures, continue to use objects, and associate with the figures the ideas of number as already developed. First fix in the pupil's mind, by

the *actual use of objects*, distinct, easily recalled ideas of number. Then practice forming combinations and separations rapidly. Then give for solution simple problems in concrete (applied) number. Roman numerals may be taught in regular order to X, after the Arabic figures are learned. Do not use statements or even questions, when showing objects would better call them out from the pupil. Do not prompt the pupil by questions that half contain the answer. Aim here and always in arithmetic at two results, — the development of the *reasoning powers*, and the habit of *rapid* and *accurate calculation*.

FOURTH CLASS. — Second Year, First Half.

TALKING. — Steps as in Sixth Class. Write sentences about objects, using those words only that puplis have learned to read and spell. Use capitals, period, and apostrophe. The whole vocabulary that has been acquired in reading should be used in expressing thought with the pencil.

READING. — Same as in Fifth Class. Complete First Reader vocabulary. Read four or five different First Readers, if they can be obtained.

WRITING. — Steps as in Fifth and Sixth Classes. Letters *n*, *m*, *t*, *l*, *b*, *h*, *k*, *O*, and *E*. Primary Short Course No. 1, last half with pencil.

SPELLING. — Write without copy all words that have been copied. Dictate sentences for writing that have been previously copied.

ARITHMETIC. — Develop the numbers from 1 to 20 as before. Use no combination greater than 20. Write these numbers in words and in Arabic and Roman char-

acters. Make frequent reviews of previous work. Use Grube's tables of 10 for part of the review work. Develop each number orally, with objects first; then repeat with written work. Let the teacher perform the four operations with objects, and the pupils represent them in figures on slate and blackboard; then the teacher write figures, and the pupils show the corresponding numbers and operations. Addition, multiplication, subtraction, and division tables are to be thoroughly learned, as far as each number developed, *after* developing the number. They are only for review work. They are to be learned both promiscuously and in regular order.

Practice rapid addition of all numbers that make the number being developed, or less. Begin with short columns and small numbers, and advance slowly, but require promptness. Give a large number of interesting and natural examples in applied number. Have the problems solved with objects. Only concrete examples that come within easy range of the child's imagination should be used.

THIRD CLASS. — Second Year, Second Half.

TALKING. — Steps as in the Sixth and Fourth Classes. Use animals, pictures of animals, plants, to stimulate thought in writing. Every lesson given should be a language lesson.

READING. — Steps as in Fifth and Fourth Classes. Begin Second Reader vocabulary, complete one-half. Teach every new word on blackboard. Pupils should make sentences, using new words.

WRITING. — Same as in Sixth, Fifth, and Fourth Classes.

Letters *p*, *f*, *e*, *o*, *c*, *a*, *d*, *q*, *j*, *g*, *y*, *r*, *s*, *z*, *C*, *D*. No. 2 Writing-book. All letters taught should be combined in spelling words that the child knows.

SPELLING. — Steps as in the Sixth and Fourth Classes.

ARITHMETIC. — Operate in addition, subtraction, multiplication, and division up to 50.

Represent, as before, all numbers to 50, but no combination to be greater than 50.

Use of money, weights, and measures.

Review, and do *not advance* until pupils *are ready* to do so.

Use Grube's tables of 10 and of 20 for part of the review work.

Above 20, objects can be used to advantage only to group parts of numbers; 35, e. g., may be grouped in three rows of 10 dots each, and one of 5 dots.

Pupils should be encouraged to make up examples, and give them to the class; they should be trained to solve problems habitually by a direct perception of their conditions, and not after a pattern or rule.

Reading of combinations and separations at sight, and solution of many small-numbered examples in concrete numbers, should be continued *throughout the course.*

Require solution of problems involving only *small numbers* but *some reasoning*, and obtain correct statement of processes in complete sentences uttered intelligibly. Avoid set forms of phrasing; cultivate independent and varied expression.

Up to this time, at least, the four operations should be treated as practically but two, — multiplication as a form of addition, and division as a form of subtraction.

Teach the use of the cipher; as, $1-1=0$, $0+0$, $0-0$, 0×1, 0×5, 5×0, $0\div5$.

Teach writing of numbers with care.

Very little time is needed in teaching Roman numerals. Pupils should make them on slate and blackboard; have exercises in recognizing them at sight on blackboard, and drills in finding chapters.

Continue to learn, as review, tables of the four operations to 50 in each.

Use objects entirely in teaching money, judging distance, estimating weight.

SECOND CLASS. — Third Year, First Half.

Composition. — Steps as in Sixth and Fourth Classes. Writing short stories, descriptions of objects. Describe movements made by teacher. All that pupils compose to be carefully criticised. Teach the parts of sentences by suggestion. Read and tell short stories, and require pupils to write all they remember. Great care should be taken to have pupils use correct language. Corrected forms of speech should be repeatedly written on slates.

Reading. — Steps as in Fifth, Fourth, and Third Classes. Complete Second Reader Vocabulary. Copy paragraphs from reader, taking care that capitals and punctuation-marks are properly used. Every sentence should be known before pupils make any attempt to read it aloud.

Repeating verses and maxims in all classes.

Writing. — Steps as in Sixth, Fifth, and Fourth Classes. Letters *A*, *N*, *M*, *T*, *F*, *P*, *R*, *B*, *K*, *L*, *S*, *G*, *I*, *J*, *V*, *X*, *U*, *W*, *Y*, *Z*, *Q*. In writing capitals, *O* and the capital stem are the main principles to be taught. Writing-book No. 3, first half with pencil.

SPELLING. — Steps as in Sixth and Fourth Classes. Spell every new word learned. Begin to spell orally.

ARITHMETIC. — The four operations to 100. No combination greater than 100. Numeration and notation to 100. Halves, fourths, sixths, eighths, tenths. Test results of all previous work. Continue object work in money, weights, and measures. Do with these what you can do well. Lead pupils to discover every fact for themselves by skilful manipulation of objects, and by dexterous questioning. Continue to learn the usual tables in review of numbers developed and used. Review with Grube's table of 20. Represent numbers as you began to do in Fourth Class. Teach rapid calculation. Limit multipliers and divisors to one figure. Teach numeration and notation with objects. Be sure that the value expressed by figures according to place is understood. Teach *tenths* as well as *tens*, but objectively first. Use only objects in teaching fractions — no figures yet. Require solution of problems involving only *small numbers* but *some reasoning*, and obtain correct statement of processes in complete sentences uttered intelligibly. Avoid set forms of phrasing; cultivate independent and varied expression.

FIRST CLASS. — Third Year, Second Half.

COMPOSITION. — Steps as in Sixth, Fourth, and Second Classes. Teach composition by writing descriptions of animals and plants. Copy from dictation. Teach also letter-writing. Classes of animals and plants may be taught.

READING. — Steps as in Fifth, Fourth, Third, and Second Classes. Begin Third Reader vocabulary when the

Second Reader vocabulary has been mastered. Use *The Nursery* and magazines for supplementary reading.

WRITING. — Steps as in Sixth, Fifth, Fourth, and Second Classes. Last half of Writing-book No. 3 with pencil. Begin pen movement and practice writing on paper with ink. Particular attention to position and manner of holding the pen.

SPELLING. — Steps as in Sixth, Fourth, and Second Classes.

ARITHMETIC. — The four operations to 1,000. Thirds, fifths, sevenths, ninths, tenths. Change fractions already learned without altering their value. Continue previous work, giving a large number of examples involving *all that has been already taught.* Continue use of money, weights, and measures.

Limit multipliers to two figures, and divisors to one figure.

Increase the size of multipliers very slowly. Impress the value of the tens-figure by object-work, by using the addition form of multiplication, and in other ways.

If pupils are led to discover for themselves every fact, process, definition, and principle, and to state what they discover, each lesson in arithmetic will be also a lesson in language; and that which the pupil has expressed for himself has become a part of his mental resources. Take time for this from the beginning, in order to save time afterwards, and to develop in the pupil that mental power which he can gain only by making facts his own by experience.

Oral work must continue to occupy at least as much attention as written work.

Change halves to fourths, sixths, eighths, tenths; thirds to sixths, ninths; fourths to eighths; fifths to tenths; also the reverse.

Secure rapidity and accuracy of calculation, and, with the aid of objective representation, train the pupils to *bring their minds to bear energetically upon the working out of problems* adapted to their capacity.

Pupils should explain, show, illustrate to the teacher, rather than the teacher explain to them, and so prevent them from discovering what they ought to discover for themselves.

Require solution of problems involving only *small numbers* but *some reasoning*, and obtain correct statement of processes in complete sentences uttered intelligibly. Avoid set forms of phrasing; cultivate independent and varied expression.

Objective teaching should take at least one-half of the time given to arithmetic *throughout the course*. The order of procedure should be: objects seen, facts stated, principles discovered and applied, rather than rule memorized, pattern imitated.

THE USE OF SCRIPT.

It is not many years since an important change began to be made in primary school work by introducing the script forms of letters and words in the earliest stages. Formerly, primary pupils were kept in ignorance of script until the time came for them to use pen and ink. The most that was done was to teach the pupils to write their names on their slates. Whatever slate-work in language was done in primary schools — and not much besides mere

spelling was attempted — was done in print and not in script. Now, all this is changed. It is almost universally the practice of late to make the script forms of words familiar from the beginning. In many places the first steps in reading are taught by the use of script on the blackboard, and the pupil's slate work in script — copying what he has just read from the blackboard — becomes a direct aid in learning to read as well as in learning to spell. In places where the printed forms of words are used in reading, the script forms are generally used in writing, and at early stages in the course. The printing of letters and words on slates subserved well enough the old alphabetic way of teaching reading, but is of no aid whatever in teaching by the best modern methods.

In order to ascertain how far the schools had abandoned this useless practice, the following question was asked: "Are children taught to *print* before they are taught to *write?*" The answers are mostly in the negative, and such answers as "No ! ! !" "I hope not," "Never!" "No, it is forbidden, as it tends to injure the handwriting," indicate some surprise that such a question should be asked. Yet there are twenty-five towns — some of them large ones — where the practice in question still continues.

THE METHOD OF TEACHING READING.

The method of teaching beginners to read most generally reported is the word method. The phonic method uncombined with any other is seldom used, only one town reporting it. Phonic analysis of words already learned is frequently used to give children a knowledge of the ele-

mentary sounds and their signs, which knowledge they are expected to use in finding out new words by themselves. A combined word and phonic method (or a word, sentence, and phonic method, as some are careful to describe it) thus resulting is reported from forty-five towns, while the word, or the word and sentence, method, without the phonic, is reported from fifty-nine towns. In the remaining towns the method reported is either the old-fashioned A-B-C method, or that slightly modified in some schools by modern methods.

The tendency in the more progressive towns is toward an eclectic method, made up of the more helpful parts of several methods. Thus Leominster reports: "A combination of all that is good in the sentence, word, phonic, objective, and writing methods." Bridgewater: "The objective word method, with phonic analysis, as an aid." Hyde Park: "The word first, and then the word embodied in a sentence, followed in a few weeks by the sounds of which the word is made up." Lynn: "Word and sentence method, supplemented by phonic after 60 or 70 words are learned." Clinton: "The word and sentence method taught by developing ideas and expressing them by written and spoken language according to a vocabulary of 300 words enclosed with this report. Phonic drill is employed in conjunction with the word method." Many other towns might be quoted. The reason for this tendency to combine methods is doubtless because no one method is without its weak side, and this is unfit for exclusive use. By combining the different methods properly, the strength of one supplies the weakness of another, and the general result is better.

But just how to combine the methods, in what proportions and in what order, are as yet unsettled questions, at least in practice. There are great diversities of practice reported by the different towns. The ideal eclectic method has not yet been found, or, if found, is not yet widely known. Much work that would be well worth doing remains to be done in this interesting field.

Meanwhile the old alphabetic method relinquishes its hold very slowly. It is too strongly rooted in old custom and tradition to be killed easily. More than forty years ago Horace Mann demonstrated its absurdity; but it has only recently disappeared from some towns, and still flourishes in many more. There are still so many teachers who can teach only as they were themselves taught, that another generation or two may pass before the reform is complete. This should not be discouraging, for it is only an instance illustrating the general law of educational progress, — the law that real improvements can be practically wrought out in the schools only with extreme slowness. All the more necessary is it, therefore, that the teachers of to-day should not leave undone any work of this kind now within their power to do.

EARLY USE OF WRITING AS A MEANS OF EXPRESSION.

The use of writing as a means of expression by very young children is a recent improvement in primary instruction, the success of which is frequently described in the reports as surprising. The best results are found where children begin from the very first to associate an idea or a thought with every word or sentence they write.

The reading and the writing are taught simultaneously, and each as a part of one process, — the process of associating ideas with written and printed symbols. To make the instruction in writing a purely mechanical drill — as is done when children are taught to make letters and words of which they do not know the meaning — is wrong in principle, because writing is thus made an end in itself instead of a means to a higher end, the expression of thought; and it is practically unwise, because there is little in the mere mechanical exercise to excite the children's interest. When children always and from the very first are taught to use their writing as a means of expression, they are conscious of a purpose to be accomplished, and their interest in this purpose is a motive which impels them to work through the mechanical difficulties more rapidly than they otherwise would. It seems a fair inference from the answers to the questions numbered 8 and 9 to say that where writing as a means of expression is begun earliest in the primary course there the success is most satisfactory. We quote some of the answers, both favorable and otherwise, selecting such as will give a just impression of the whole.

AMESBURY. (8) In all grades. (9) Good — most satisfactory.

BRAINTREE. (8) Effort is made in that direction from the first. (9) Not satisfactory, good in some cases, depending on the skill of the teacher.

CHARLTON. (8) Very early. (9) I am pleased with what has been done.

EASTON. (8) In all, even in the lowest. (9) Most excellent. We consider it the most important of exercises.

ENFIELD. (8) Very early in some schools. (9) Good success. That is the time to commence.

EVERETT. (8) In all grades. (9) Good, we think.

HAVERHILL. (8) Almost from the beginning. (9) It is an experiment so far as pen and ink are concerned here. But I have proved its success elsewhere. I find that the sooner pen and ink are used constantly the better the results. Preceded by the proper oral instruction the results are gratifying.

HOLYOKE. (8) As soon as a child can write two words. (9) We think we have had good success. The work should be begun in the lowest primary grade.

HYDE PARK. (8) Writing is taught from the beginning, and used as soon as possible as a means of expression. (9) I understand that good success has attended these efforts.

LUNENBURG. (8) As soon as possible. The children are taught to write as soon as they enter school. (9) In the schools where this is practised the children seem much interested.

LYNN. (8) From the beginning of the course on ruled slates; in the upper primary (third year) with lead-pencils and paper. (9) On the whole satisfactory success, some teachers being more apt in obtaining good results, some teachers more patient and painstaking, some showing better models on the blackboard for children to copy.

MALDEN. (8) Throughout the primary course. (9) Good.

MIDDLEBOROUGH. (8) This is begun the first year by writing short sentences about familiar objects. (9) Good as far as observed. It is a recent experiment, but the

little ones use better language by this training, and seem to get a better understanding of their own *spoken* expression. Pen and ink in second year.

MILTON. (8) Instruction in writing begins as soon as the pupils enter school. As early as the second year pupils begin to use writing as a means of expression. (9) The results are satisfactory.

RANDOLPH. (8) From the time the children are able to write. (9) It is astonishing how much little children know in these days in comparison to what they knew formerly under old methods of instruction. I have seen little children of five years write their names.

SALISBURY. (8) From the lowest primary. (9) A very marked improvement has been shown, where these exercises have been properly taught.

SUDBURY. (8) They have lessons as soon as they can read and write. (9) It has been very successful, and gives much satisfaction to the parents as well as committee.

WARREN. (8) As soon as they can write at all. (9) Good success. Children in the primary grades show great interest in writing to their teachers or the superintendent about things they have recently seen or learned about.

WESTFIELD. (8) From the beginning. (9) Great.

WOBURN. (8) They begin this work as soon as they can write. (9) Excellent.

ASHFIELD. (8) They write short stories in connection with their grammar lessons. (9) In some schools we have been quite successful, in others we have not done as well. Some teachers do better than others.

BRIDGEWATER. (8) In the second and third years. (9) It has been one of the most profitable exercises of the school.

CANTON. (8) In the second year. (9) I have had very nice letters through the mail from third-year pupils. We find that the children have little trouble in expressing their own thoughts in writing. Their vocabulary is large enough, if we require them to *understand* and talk about their reading.

DEDHAM. (8) In all but lowest grade. (9) Very marked success. The grammar grades are now beginning to feel the influence of this work in the lower grades, and the pupils compose with much greater facility than formerly.

EAST BRIDGEWATER. (8) As soon as they learn to write, or in the second, third, and fourth years. (9) Good, especially of late, as all our teachers have had several years' experience, or have had the benefit of training in the "Quincy Methods" or similar ones.

GREENFIELD. (8) Second and third years primary. (9) Good. Children have learned the use of capitals, period, interrogation and exclamation points, hyphen and apostrophe, and in general have developed a more correct use of the English language, punctuation, and composition.

MENDON. (8) Second year. (9) The success has been very satisfactory.

REVERE. (8) In all except the first year. (9) Results have been very satisfactory.

SPRINGFIELD. (8) In the second year a little, and frequently in the third year. (9) Very good. Pupils write

letters and reproduce in their own language what they have read very well.

WORCESTER. (8) Second and third years. (9) Excellent.

ASHLAND. (8) Rarely in the two lowest grades except writing tables and spelling lessons on the board or slate. (9) *No answer.*

BELLINGHAM. (8) After the first two years. (9) Where it has been faithfully tried it has proved a success. We find it difficult to make some of our teachers see success in this exercise.

CARLISLE. (8) When of a suitable age and capacity to study grammar. (9) Only ordinary.

CONCORD. (8) In the third year. (9) We have not been so successful as we hoped. Our pupils are, as a rule, unable to spell many of the words they desire to use. Further, the average child in the third year has not improved very much in the art of expression as a result of the year's effort.

FALL RIVER. (8) In the third year of the course. (9) Children are able to express their thoughts audibly or on paper; and compositions creditable to the different grades are produced with comparative ease.

FALMOUTH. First (highest) grade primary. (9) Only moderately fair. Not enough attention paid to it.

MELROSE. (8) In the upper class. (9) Excellent results have been obtained. We consider it very useful.

STOCKBRIDGE. (8) Last year if at all. (9) Cannot say.

STONEHAM. (8) In third and fourth years. (9) Fair success.

WEST BOYLSTON. (8) Fourth grade. (9) On the whole, fair success. Much depends on the teacher.

WINTHROP. (8) Third grade. (9) Very good.

BROOKFIELD. (8) Not before the third or fourth year. (9) Excellent results.

A considerable number of towns, which report little or no attention to writing as a means of expression in the primary schools, and only moderate success if any, report also the "A B C method" of teaching reading.

OBSERVATION LESSONS.

Lessons especially designed to cultivate the power and habit of observation appear to be less widely used than is desirable. It is probable that the erroneous methods of teaching, too often employed in such lessons, have led to meagre results and consequent distrust of this branch of primary school work. The skill required to teach such lessons properly is apparently less common than skill in teaching other branches. The mistake often made is that of supposing a pupil is learning how to *observe* when he is merely listening to what his teacher *tells* him to *remember* about an object he may be looking at. So-called object lessons taught by such false methods have no tendency to cultivate the power and habit of observation, but rather to confuse and stultify the child's mind. On the other hand, observation lessons *in which the children really do the observing* not only develop the observing powers but also furnish the children's minds with a stock of clear ideas which constitute the best possible material for language work.

The answers to the seventh question indicate that, in

about one third of the towns, systematic observation lessons — or, as they are more commonly called, object lessons — are given on such topics as color, form, place, size, direction, plants, animals, the human body, and so forth. In another third of the towns little that is systematic or effective appears to be done; while the remaining towns return no answers. We conclude this topic by quoting a few answers for the sake of the suggestions they contain:

"The children are taught orally by the teachers, and sometimes by the superintendent in various departments of natural history; and each school has a magnifying-glass for their use. The pupils are encouraged to collect specimens for examination." — BOXFORD.

"Geography by actual study of the surface of the town. Practical botany." — HANSON.

"Making objects with clay, such as cubes and spheres; requiring them to select objects similar to the one shown by the teacher, and in the selection of similar colors." — MENDON.

"Lessons on plants and animals. Geometric forms. Drawing from nature (the natural object preferred to flat copy). Modelling in clay. The forms made in clay are also drawn." — MIDDLEBOROUGH.

"Rather crude drawing from objects." — ROCKPORT.

"Regular lessons. The instruction is systematic and frequent. We use clay in the study of forms, etc." — SPRINGFIELD.

"A great variety of object lessons. The use of clay." — WESTFIELD.

DRAWING.

Drawing is generally, but not universally, taught in the primary schools of the cities and larger towns having graded schools and definite courses of study. (See p. 4.) It is less generally taught in towns having ungraded or partially graded schools. Of the sixty-eight towns in the first list (p. 4), forty-three report drawing taught in all grades, and seven more in all grades but the lowest; while thirteen report no drawing taught in any grade of the primary schools. Of the thirty-five towns in the second list fourteen report drawing taught in all grades, two more in all but the lowest, and nine no drawing in

DRAWING IN PRIMARY SCHOOLS TAUGHT.	I. Towns having graded schools and definite course of study.	II. Towns having partially graded schools, and somewhat definite course of study.	III. Towns having ungraded schools, and only *lists* of studies.
In all grades .	43	14	20
In all but lowest	7	2	5
Somewhat, at option of teacher . .	5	10	7
Not at all . .	13	9	13
Total . . .	68	35	45

any grade. Of the forty-five towns in the third list, twenty report drawing taught in all grades, five more in all but the lowest, and thirteen no drawing in any grade. There were twenty-two towns that reported some attention to drawing in primary schools. These facts are stated in tabular form on the preceding page.

SINGING.

The information regarding singing leads to the following classification of towns: (1) Those in which systematic instruction both theoretical and practical is given in all the grades; (2) Those in which some instruction other than rote singing is given by those teachers who can and choose to do it; (3) Those in which the instruction is limited to rote singing; and (4) Those in which no singing, not even rote singing, is taught. The first class is more numerous among towns having graded schools, and the last among those having ungraded schools; but there are some ungraded schools in which singing appears to be thoroughly taught, and some graded schools where it is not taught at all, as may be seen by the table on the next page.

How much remains to be done both in music and in drawing is too plainly suggested by the accompanying tables to need further explanation. Not only do the smaller towns appear to fall far short of what is possible and desirable, but some of the larger ones, considering their relatively greater ability, are even more backward. There is no doubt that progress has been made in recent years. The number of regular teachers who can properly teach drawing and singing is now much greater than it formerly was. This is a consequence partly of the fact

that the normal schools have given careful attention to the preparation of teachers in these branches, and partly of some change in the function of the special teacher, by which his efforts are now directed more to the preparation

SINGING IN PRIMARY SCHOOLS TAUGHT.	I. Towns having graded schools and definite course of study.	II. Towns having partially graded schools, and somewhat definite courses of study.	III. Towns having ungraded schools, and only *lists* of studies.
In all grades systematically, by note and rote . .	47	8	6
To some extent by note . .	7	5	4
By rote only .	8	17	16
Not at all . .	6	5	19
Total . . .	68	35	45

of the regular teachers for doing the work, and less to the immediate instruction of the children. Wherever the courses of instruction in drawing and music are properly graded, so that each regular teacher has but a limited portion of the whole subject to teach, there is no great

difficulty in preparing the regular teacher to teach that portion profitably to the class, if not with all the skill of a specialist. What the schools need, then, is not a large number of draughtsmen or artists to teach drawing, or of musicians to teach singing, but a sufficient number of special teachers to instruct the regular teachers in the best methods of doing the work.

RECENT CHANGES AND IMPROVEMENTS.

Under this head we shall present some of the more interesting and suggestive answers to Questions 13, 14, and 15, believing that these will be more useful than any generalizations from them. The names of the towns are given because all judgments as to what may be properly regarded as improvement must be relative. What might rightly be called progressive in a small town might be stationary or even backward in a large town or in a city.

A Summary of Improvements in Eight Years. — Eight years ago, "reading was taught by printing the words upon the blackboard, and generally without the use of objects. The pupils were required to print the words on their slates; only one reading book was used in the first year, and the Second Reader was the only reading book for the next two years. Numbers were very poorly taught, and in a majority of schools the pupils had contracted a habit of counting in adding columns of figures. No attention was given to teaching language by the majority of the teachers. Drawing was not taught at all. Spelling was taught orally almost entirely.

"Now, reading is taught by the script-word-method altogether. Children begin to write as soon as they enter the schools. Language is taught by oral and written descriptions of objects. Spelling is taught orally and by writing, but

mainly by writing. Supplementary reading books have been introduced into all the primary grades. The combinations of numbers are so thoroughly taught that pupils are able to tell the sum and difference of numbers without hesitation. In some of the schools of the second grade I find that most of the pupils will add columns of figures as rapidly as their teachers. . . . Instead of the old method of teaching multiplication we now require the pupils to make their own tables. Addition and subtraction are taught simultaneously; so also are multiplication and division." — NORTHAMPTON.

ANOTHER SUMMARY. — "Making course definite and uniform for like grades. Entirely discarding A-B-C method and matter. Written spelling in all classes. Graded number work. Conversational lessons for developing observation and language of children. Moral instruction. Special lessons in writing and drawing. Use of supplementary reading. Mere memorizing or rote teaching almost banished. Efforts of teachers directed not only to getting knowledge by correct conceptions in children, but also to develop skill in obtaining and using knowledge for themselves. Inculcating habits of observation among children. Promoting facility of expression through the pencil as well as through the voice. Directing and utilizing the activities of children in various exercises or employments aside from class work. Endeavoring to base all our teaching upon well-established educational principles." — LYNN.

IMPROVEMENTS IN METHOD. — "Great changes have been made in methods in the last three or four years, especially in the use of objects in teaching reading, numbers, etc. Expressive reading, recitation, and careful writing are the primary objects of the work. Perhaps the most important improvement in the work of education itself has been a change from mechanical methods in recitation, — that is, from memorizing the language of the text-books — to a more thorough mastering of the subject-matter." — GLOUCESTER.

"We *teach* more than formerly and do not *hear recitations* as much. . . . The quality of instruction given is now made the test rather than the amount of work done."— SPRINGFIELD.

"Perhaps the most noteworthy feature of the advance is the (gradual) doing away with mere memorizing without thought and individual saying of lessons instead of real class recitations. The necessity of having much drill in rapid and accurate work in arithmetic is another point that has been emphasized, and is perhaps worthy of mention. Arithmetic is treated more as an art and not so exclusively as a science."— SOUTHBRIDGE.

"More reading matter is furnished than formerly, each class reading through *several* books instead of *one*. In the first two years numbers as far as fifty are taught. Less oral spelling and more written. Words are used in sentences by the children. Less time is spent upon short reading lessons, so that the children do not learn the lesson and repeat it, but simply read it. Numbers taught by use of objects. No text-book (in arithmetic) used in the primary grades, as formerly."— STONEHAM.

"Teaching spelling by writing instead of orally. Numbers, by combinations instead of tables. Cultivating oral expression in language followed by expression in writing."— BRAINTREE.

"Adoption of better method than the A-B-C in teaching first steps in reading. Objective work in number teaching, involving constant appeals to intelligence of pupils in place of simple memoriter work."— MILTON.

"We have recently added quite an amount of kindergarten material, and our teachers are using it very successfully. It is almost wonderful how rapidly some of the little ones will pick up facts. We have also entirely abolished printing, and teach the children the script first. They learn to write very nicely in the second primary grade."— FAIRHAVEN.

TOO MUCH TALKING. — "Marked improvement in primary schools in all respects is very apparent. A much higher order of motives for securing correct deportment and good scholarship is employed than formerly, and with good results. . . . Whether or not we are securing by present methods the vigor, the robustness of intellect, of former years is a question. My impression is that there is too much talking, telling, teaching falsely so called, by the teachers, and too little solid studying by pupils. More time should be given primary children to prepare lessons. They should become more self-reliant by being thrown more upon their own efforts unaided by the incessant talking of teachers." — SOMERVILLE.

GOOD READING. — "I send copies of the annual reports for 1882 and 1883. Teachers of the various grades contributed to these reports, and more can be gained from them than can be written." — FITCHBURG.

The reports referred to in the last quotation contain much matter of interest to teachers, and others interested in improved methods of school work.

QUINCY METHODS. — "An evidence of progress is seen in the claim of candidates for schools, that they can teach by the so-called 'Quincy System.' If education had made no progress, such a claim would be considered unnecessary." — CLINTON.

DIFFICULTIES IN THE WAY. — "The present course of study, of which I send you a copy, was adopted a year ago last August. It is the only course the town has had. The work done previously had been 'hit or miss.' This is also true of the high school, which costs this little town $1,500 per year; and it was in that we had our most grievous work. One year ago the children were taught their A B C's; and the reading and all branches depending upon reading showed the results of it. After some criticism, conversation, and

objection on the part of the teacher, and the placing of 'Calkins' in her hands, the school-room was left in fear and trembling, only to be re-entered after a few weeks with the greeting, 'I think if I had taught my first class in this way they would have been good readers by this time.' Reading is a subject to which we are giving the first place, — reading all through the grades, but especially in the lower ones. We found the reason why the children could not learn their geography and arithmetic lessons was because they could not read them understandingly. Therefore our word is *Reading*.

"The condition of our country schools is pitiable. The children, old and young, dull and bright, are alike abused; and, too often, earnest gratuitous efforts in their behalf are met by a thoughtless, conceited public with indifference or ridicule, and blocked by the inefficiency of the teachers. But we feel we have made a gain, and mean to 'fight it out on this line' quietly, if it takes all the term for which we were elected and causes our decapitation at the end of it." — BARRE.

SMALL SCHOOLS. — "Our entire course and plan has undergone a change within a year, and we feel greatly pleased with the onward steps. We still have three small outside schools; but they ought to be brought to the centre, and then they could be fully graded. Our people are not quite up to the ideas of some of the more progressive. Yet it is all coming, and that soon." — BEDFORD.

"The town supports too many small schools, and we are not able to pay as large salaries as we should if the number of schools were smaller. Last year we united two schools, and hope to do more work in the same direction. I am sure that better methods of teaching small scholars are generally used than formerly. As we have no superintendent of schools, the methods vary in different schools and there is not so much system as could be desired." — ASHFIELD.

LARGE SCHOOLS. — "One direction in which we have aimed to promote the benefit of our primary schools is to have them smaller. Some years ago we could have shown 125 children in one primary school, — two teachers of course. In our recent re-grading we have diminished the size of all our schools, and think we find very marked benefit from it. . . . Our great drawback is irregular attendance. We can show children 11 to 12 years old, who have been six years in our three-year grade primary schools, and who to-day cannot divide by a two-figure divisor! And this in spite of extra care by the teacher." — ROCKPORT.

SHORT SCHOOLING. — "The law that permits children to work at twelve years of age makes our schools change pupils often, and many leave school at an early age. We have had 1,200 different pupils in our schools in one year, but not more than 100 in the grammar schools and not more than 50 in our high school." — WEBSTER.

"One obstacle to progress is the reluctance of the town to appropriate money enough to employ *trained* teachers. Our normal school graduates have to go elsewhere, while our schools are supplied with teachers whose methods must be mainly their wits." —WILLIAMSTOWN.

THE NEED OF EXPERT SUPERVISION. — "Intelligent supervision of all the schools by men who understand the new and improved ideas of the educational work. Second, a graded series of work for all the schools, or a printed course of study for use in the schools. Third, a general grouping of the towns in order that the country schools which feed the city schools may prepare their pupils for the future work without any loss of time to the scholar, and that the change be made without any friction. The holding of teachers' institutes at different places, or the issuing of note-books containing the latest ideas on education by the State Board or your committee for general use over the State." — TEWKSBURY.

"Two things are needed in this locality, viz.: Teachers who have had a special training for their work, and a wise supervision of the teacher's work by some one competent to do it. This cannot be done till the public demand it, and there is little evidence of a growing demand for any change so radical as that. Some few see the need and urge it, but the majority are satisfied with the old way. A good work would be the arousing of the public to the necessity of the two things above spoken of." — SALISBURY.

"We have no superintendent and less supervision of teachers than in most cities of the Commonwealth, and of course less uniformity of methods, leaving more to the individuality of the teacher, and, on the whole, the result seems to be as desirable as when the teacher is only a part of the educational machine." — NEWBURYPORT.

"The school committee have for some time been cognizant of the fact that improved methods of instruction are much needed in the primary grades. Ignorant in a large measure of modern methods, and lacking time to sufficiently acquaint themselves with the same, they have made haste slowly, fearing that — with no superintendent and with busy men on the committee — undue haste might result in harm. — BRADFORD.

"We have been working towards the line of the 'New Departure,' and shall continue to until we get fairly on to it. What we need is superintendency by experts to introduce modern methods of teaching." — NORTHBRIDGE.

"This year, after a struggle of ten years, the committee elected a superintendent of schools. A training-school for teachers has been established here within a few years, and put on a liberal basis. Many of the modern and accepted methods of instruction that would not have been tolerated here five years since are now demanded and exacted. A

number of new school buildings, airy and pleasant, heated and ventilated on scientific principles, have been recently built. Charts, outline maps, globes, geometric forms, number tables, and all needful appliances are being furnished liberally. Physical apparatus, a well-furnished chemical laboratory, special courses, teachers in drawing and music, all show in the high school the tendency at the present time." — HAVERHILL.

NOW AND FORMERLY. — "I regret to be compelled to say that I fail to see educational progress in our schools compared with those of fifty or thirty years since. School-houses are vastly improved, books better adapted to the needs and capacities of pupils, teachers supposed to be better qualified for the discharge of their duties, length of schools doubled; but the scholarship of the present is not equal to the scholarship of the past. If this be the fact, what are the causes? What are the remedies?"

This is from a town in which the schools are ungraded. No definite course of study, no recent improvements in teaching, but little drawing or singing, in short, very few evidences of progress of any kind are reported. The studies of the primary years are "reading, spelling, and in some cases elementary arithmetic, and geography." Children are taught to use writing as a means of expression "not often in any part." "In some cases" they are taught to print before they are taught to write. The method of teaching reading is "in some schools the word method, and in others the A-B-C, with apparently about equal results."

From another small town we have the following in a different tone:

"We consider the methods employed in teaching at the present day superior to those in our school days thirty-five years ago. Then it was mostly cramming. Now, scholars are not taught to memorize so much, but are taught to generalize more. I used to memorize pieces the meaning of which did not dawn upon my mind until years afterwards. It is somewhat so now, but such a course ought not to be encouraged in our schools. We at present have better text-books, better apparatus, and better teachers. But we want still better teachers. We need those who do not take up teaching simply as a step-stone to something else in life.

"Our scholars enter the grammar grade at an earlier age and with better preparation than formerly. There is evidence that their powers of observation are more perfectly developed." — BROOKFIELD.

"Our children are from one to two years in advance of what they were ten years ago." — SANDWICH.

"Children have a broader education now at twelve, than at fifteen in former years." — CHELMSFORD.

GREAT EDUCATIONAL INTEREST IN A VERY SMALL TOWN. — "The first high school we have ever had in town is being taught by a normal school teacher with very great success. As we have less than 450 inhabitants in town, it would not, and could not grant us money for a high school. Finally we got a vote to build a school-house in connection with a town-house, which gives us three very fine rooms besides the entry, — the town-hall, school-room, and library-room, all which are very good for a small town. Two years ago a library association was formed, which has become a public library, and is a very good thing for the town.

To return to the school. We found we could establish a school for children over twelve years of age, consequently we laid it before the town, and they granted it. Thus we have a school of thirty-six scholars, with first-class teachers, — so says the agent, Mr. Prince." — LEYDEN.

A CAUSE OF PROGRESS. — "I think your State Board has awakened unusual interest in the best methods through their institutes and the work of their agents. I think that your State convention should take some notice of this work." — WALTHAM.

CONCLUSION.

On reviewing the evidence upon which this report is based, your committee feel convinced that a useful line of investigation has been opened. There is a widespread reawakening of popular interest in the schools. Everywhere questions of improvement and reform are under discussion, and many towns have some substantial progress to report, or some important information to give.

These town reports when carefully drawn are very valuable. They exhibit theory reduced to practice; they encourage some towns to undertake improvements by directing attention to the improvements already accomplished in other towns; or they warn them against unwise experiments, by giving actual illustrations of the evil results.

Sound reasoning on educational questions requires, always a broad acquaintance with the facts. This report, therefore, will be valuable in so far at least as it contributes to our knowledge of the actual state of things in our schools. Future reports may be made more valuable by limiting the scope of inquiry, and at the same time going more thoroughly into particulars.

Respectfully submitted,

EDWIN P. SEAVER,
RAY GREEN HULING,
ORSAMUS B. BRUCE,
} *Committee.*

(Nov., 1891, 20,000)

BOSTON PUBLIC LIBRARY.

One volume allowed at a time, and obtained only by card; to be kept 14 days (or seven days in the case of fiction and juvenile books published within one year) without fine; not to be renewed; to be reclaimed by messenger after 21 days, who will collect 25 cents besides fine of 2 cents a day, including Sundays and holidays; not to be lent out of the borrower's household, and not to be transferred; to be returned at this Hall.

Borrowers finding this book mutilated or unwarrantably defaced, are expected to report it; and also any undue delay in the delivery of books.

*** No claim can be established because of the failure of any notice, to or from the Library, through the mail.

The record below must not be made or altered by borrower.